

Research-Based Lesson Planning and Delivery Guide

Mini-Lesson Planning for Fact and Opinion

Benchmark(s)/Standard(s): *What is the next benchmark(s) on my course curriculum guide or FCIM calendar?*

LA.3.1.7.8; LA.4.1.7.8; LA.5.1.7.8

- The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion including, but not limited to, rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

LA.3.6.3.1 – The student will determine main content and supporting details, including distinguishing fact from opinion in a print media message.

LA.4.6.2.2 – The student will apply evaluative criteria (e.g. readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact.

LA.5.6.2.2. – The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.

Definition

A fact is information that can be verified or proven. An opinion is information that cannot be proven or verified. Opinions can be someone's belief or personal judgment with which you can agree and disagree.

Essential Question(s): *How will I reword the lesson objective(s) into a question(s) using student friendly terms?*

How do readers determine facts from opinions? How do readers use evidence to demonstrate support for an opinion about a literary selection? How do summaries for expository text show an understanding of facts and opinions? How are facts and opinions gathered from various sources, organized and recorded in a systematic way? How do readers distinguish between facts, opinions, and bias information presented in print and non-print media? How do readers interpret and organize information to support facts and/or opinions?

Language for Fact and Opinion

Which of the following statements is a fact?

Which of the following statements is an opinion?

Can this statement be proved true or false?

If this statement can be proved true or false, how can it be checked?

If a sentence contains statements of fact and opinion, how can you separate the two?

Based on the facts in the story, what conclusions can you draw?

What beliefs does the author provide to convince the reader that this is an opinion?

What details does the author provide to convince the reader that the information is factual?

What evidence is there to convince the reader that this is an opinion?

Materials/Resources: *What do I have or need to teach this lesson objective(s)?*

Teacher: Picture book or other text samples, newspaper (headlines, editorials, and articles), overhead (LCD

projector or doc camera), graphic organizer templates (students can draw these on paper)

Student: Paper, pencil

Lesson Agenda: *How will I deliver this lesson to help my students answer the essential question(s)?*

FCIM Mini-Lesson:

Day One: Explicit Instruction (10 min)

Day Two: Modeled Instruction (15 min)

Day Three: Guided Practice (15 min)

Day Four: Independent Practice (10 min)

Day Five: Mini-Assessment (10 min) & Review Student Responses

Special Note: Day One could be Explicit and Modeled Instruction; Days Two and Three could be Guided Practice; Day Four could be Independent Practice. This depends upon your Instructional Focus Calendar.

Suggested Read-Aloud: *Amelia Bedelia* (any book) by Peggy Parish

Pre-read any *Amelia Bedelia* book (or appropriate piece of text). Anticipate where background knowledge needs to be built. Highlight places to stop, question, identify facts and opinions or make connections. Identify the author, title, setting, main characters, etc. Activate prior or common knowledge. Take a picture walk. List important words in the story. During oral reading of this book on Day 2, conduct several teacher think-alouds.

Special Note: This is a suggested text. Use any story, informational text, literature from Trophies or other familiar text that is appropriate for your students. A passage from a historical fiction novel would also be appropriate. The format for presentation would be similar.

Activating Strategy: Dear Teacher Letter

Have the students write a brief letter to the teacher describing what they already know about facts and opinions.

Lesson Delivery

Day One: Explicit Instruction: *How will I focus my students on what they need to learn? Which important vocabulary will I introduce/review?*

Signal Words and Phrases

Add the following signal words and phrases to interactive word wall: *believe, feel, possibly, probably, in my opinion, my point of view, should / should not, may / may not, think, best (good) / worst (bad), My impression is . . . , always / never, none, least / most, advice / suggest, expect*

Good readers use facts and opinions to determine if what they are reading is valid (logically correct.) The ability to read between and beyond the lines is regarded as higher-level comprehension and is often referred to as critical reading or problem solving. It involves the ability to judge, analyze or evaluate what is read. Distinguishing fact from opinion enables the reader to

evaluate the text.

Explain a fact is a statement that can be proven true or false. Just because something is printed doesn't make it a fact. Facts are either true or false. A reader must decide if the statement can be proven or verified. Can you check it out in a reference book? Can you prove it? Is your source a reliable or scientific source? Individual feelings or emotions do not influence facts. You can agree or disagree with a fact. You can like or not like a fact. It is still a fact.

Opinion statements are different from facts. If the writer is trying to convince you of his point of view, it may sound like a fact, but it is still be an opinion. Opinions cannot be proven or verified by an impartial source because they express an individual point of view. Opinions argue one point of view, and you can disagree with an opinion. Opinions evaluate, judge or express feelings and emotions. Statements about the future are always opinions because you cannot prove the future. It has not happened yet.

To figure out if a statement is a fact, you need to ask yourself – Can I prove or disprove the statement? How would I prove it?

Example: Publix Grocery Store has 15 aisles. Can I prove this? How would I prove this?

You can prove it by going to Publix and counting the number of aisles. If the store has 15 aisles, then it is a fact. If the store has 11 or 16 aisles, then this statement is an untrue fact.

Example: Publix Grocery Store has the best fruits and vegetables. Can I prove this?

We cannot prove that Publix has the "best" fruits and vegetables. "Best" means different things to different people. This statement is an opinion. It can be easily argued.

Read the statements to the students. Demonstrate how to distinguish facts from opinions. Provide additional examples as needed.

1. Brazil is the largest country in South America.

(true fact – can be proven by checking reference books)

2. Florida has 32 counties.

(untrue or false fact – can be proven false by checking reference books, Florida has 67 counties.)

3. Fruit Loops are possibly the worst breakfast cereal.

(opinion – signal words "possibly" and "worst" , cannot be proven, a point of view)

4. You should wear the purple coat.

(opinion – signal word "should", a point of view)

Day Two: Modeled Instruction: *How will I show my students what they are expected to do to answer the essential question(s)?*

Activity 1 -

Examples of Factual Information	Opinion Signal Words	
names	believe	should / should not
statistics	feel	may / may not

places	possibly / probably	think
dates	in my opinion	best (good) / worst (bad)
times	my point of view	My impression is . . .
	always / never, none	advice / suggest
	least / most	expect

Project the following sentences for the class. Read the statements to the students. Determine whether it is a fact or an opinion. Explain your reasoning. Identify the opinion signal words.

All people love basketball.

Green is the best color.

George Bush was a United States president.

Fire needs oxygen to burn.

Pizza tastes great.

My car has been driven 32, 864 miles.

Today is a school day.

He went to the hospital with a temperature of 102°.

There are glaciers in Florida.

Cats are not as friendly as dogs.

Activity 2 – Graphic organizers can be used to identify facts and opinions in a story. Select and complete one of the graphic organizers below while you read and do think-alouds. The teacher is modeling without student input.

Read-Aloud - *Amelia Bedelia* (any book) by Peggy Parish (or other familiar text)

Statement	Proof (Facts Only)	Signal Words (Opinions Only)	Fact or Opinion?

Fact and Opinion

Write your topic at the top. Add details to each column.

Topic

Facts	Opinions

Write fact and opinion details about your topic (or in the reading) in each row.



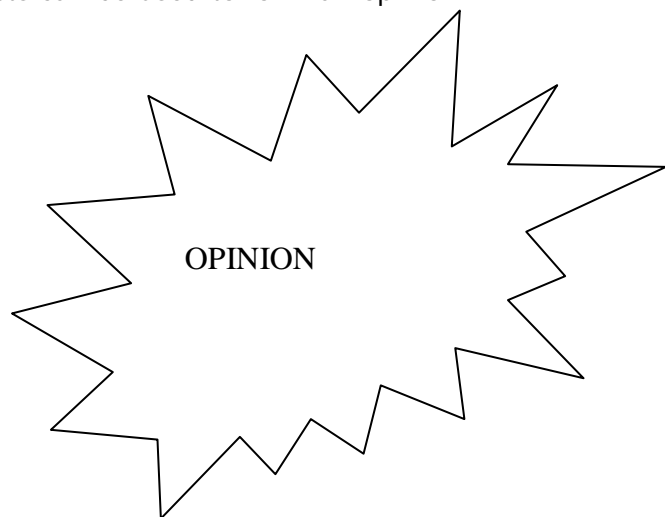
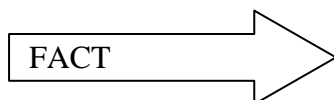
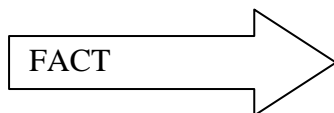
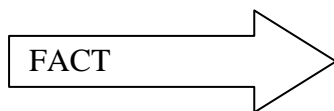
FACTS:



OPINIONS:

Fact and Opinion Starburst

The starburst graphic organizer shows that facts can be used to form an opinion.



Day Three: Guided Practice: *How will I help my students practice answering the essential question(s)? (How will I incorporate Teacher-Led Question and Answer, Student Accountable Talk, Collaborative Structures, and Checks for Understanding?)*

Practice 1 – Fact or Opinion Game

Students will determine facts and opinions by reading statements on a game board.

Provide each small group with a game board, number cube and game pieces. Taking turns, students roll the number cube and move their game piece the number of spaces shown on the number cube. Read the statement. State whether the statement is a fact or an opinion and explain why. If correct, the game piece remains on the space. If incorrect, place the game piece back on the previous space. Continue until all students reach the end.

Extensions / Adaptations: A generic game board is also provided. The game can be played by having the student roll the number cube and create a fact or opinion statement based on the space he lands on.

Resource for game board and number cube: FCRR 4-5 Student Center Activities: Comprehension (Activity Master C.026 - directions, C.026.AM1a – game board, C.026.AMb – game board, C.026.AM2a – generic game board, C.026.AM2b – generic game board, C.026.AM3 – number cube) or <http://www.fcrr.org/curriculum/studentCenterActivities45.shtm> (Book Two, Comprehension, Part Three, Text Analysis).

Practice 2 – Taking a Stand

When you take a stand, you are giving your opinion. Opinions cannot be proven because they express one individual's point of view.

Take a stand on an opinion statement and debate the opinion (for or against). Use opinion signal words whether you express your own ideas orally or in writing.

Sample Opinion Statement: Central Florida is the best place to vacation.

Take a stand for or against this opinion

- 1.
- 2.
- 3.
- 4.
- 5.

Day Four: Independent Practice: *How will my students practice answering the essential question(s) individually?*

Practice 1 – Matter of Fact or Opinion

Students will write facts and opinions based on a selected topic.

Place fact and opinion cards face down in a stack. Provide each student with pencil (or Vis-à-vis marker if the cards are laminated). Taking turns, student one selects the top card and reads the topic and the fact or opinion designation to student two. Student two writes a fact or opinion statement based on the designation. Student two explains why it is a fact or opinion. Reverse roles. Continue until all the cards are used.

Extensions / Adaptations: Record facts and opinions on student sheet. Make more fact and opinion cards. Write more facts and opinions according to new topics. Write facts and opinions and sort.

Resource for cards: FCRR 4-5 Student Center Activities: Comprehension (Activity Master C.027 - directions, C.027.AM1a – game cards, C.027.AMb – game cards, C.027.SS1 – student sheet, C.027.AM2 – blank fact and opinion cards, C.027.SS2 – student sheet, C.027.AM3 – header cards) or <http://www.fcrr.org/curriculum/studentCenterActivities45.shtm> (Book Two, Comprehension, Part Three, Text Analysis).

Practice 2 – Using Newspapers

Students will apply their knowledge about facts and opinions when reading information in a newspaper.

Provide copies of headlines, editorials (which rely on opinions) and news stories (which rely on facts). Provide each student with one sample. Have the students decide if the sample contains facts or opinions. The students can use the first graphic organizer provided on Day 2 (or another graphic organizer) to write and justify their decision. The samples are passed around from student to student. Students can share their responses in a small group.

Practice 3 – Opinion / Proof Notes

Students learn to develop an opinion and support it through evidence from a text.

The students will read an assigned chapter or book. The students develop an opinion about a character from the text. The opinion is written down in the left-hand column. The students write supporting evidence in the right-hand column. The evidence must be derived from the text along with the page number for reference. The students share their opinion / proof with a small group.

Extension: The students use their opinion and proof notes to develop a persuasive paper.

Character: _____

Opinion	Proof

Day Five: Assessment: *How will I know if my students can answer the essential question(s)?*

Extended and Refining Activity: Writing

The students should write one paragraph about a past event or about their school. The paragraph should contain several statements of fact and at least one opinion statement. The students should underline the fact statements in one color and the opinion statement in another color.